

Twechar Early Years Centre



Standards and Quality Report 2024 – 2025

Context of the Centre

Twechar Early Years Centre (EYC) is situated in the grounds of Twechar Primary School in the small rural, former mining village of Twechar, East Dunbartonshire. Children attend from the village and surrounding areas. Almost all children who attend the EYC live in Scottish Index of Multiple Deprivation deciles 1-4. Twechar EYC is registered for children aged two to five years old and our current roll is 27. The Centre offers extended day and extended year provision for children and families. Children attend the setting between the hours of 8am and 6pm on different attendance patterns. Our early years team includes a Headteacher, a Depute Head of Centre (DHOC), a Senior Early Years Worker, an Early Years Teacher, eleven early years workers, a clerical assistant and housekeeper.

The children have access to a motivating, well-resourced two-to five-year-old playroom and an outdoor learning space known as the 'Quad'. The Centre makes good use of local woodlands and have established strong partnerships with 'The Healthy Living Centre' and other key stakeholders. Our learning spaces, whether it be indoors or outdoors, provide a broad and balanced curriculum, offering depth, challenge, and application of learning, and supports the developmental needs of our learners. Our curriculum takes into consideration our unique position in the rural village of Twechar and the learning opportunities which exist by having the Primary School onsite.

At Twechar EYC, we work closely with families and key stakeholders to provide a safe and inclusive environment where children can grow under a nurturing ethos. To ensure our children grow in self-esteem and emotional resilience, we strive to meet their emotional and social needs in a meaningful and supportive way. Our learners are supported to develop the skills and dispositions they will need to grow and develop in all developmental capacities.

Our Vision

At Twechar EYC, we aim to provide education and care in an inclusive community where we will nurture everyone to be unique and ambitious. Our environment will empower everyone to trust in themselves, their abilities, and others, developing a sense of belonging in their Centre, community and beyond.

Our Aims:

- We aim to nurture each child to believe in themselves to be the best they can be.
- We promote an inclusive ethos for all children, families and staff within the Early Years Centre and the wider community.
- We encourage children to be ambitious in their play and learning through a wide range of experiences at the Early Years Centre, home, and their community.
- We aim to build positive and trusting relationships by actively listening and respecting the voice of all children, families, staff, and our local community.
- We elicit and encourage children, families, staff, and the community to celebrate successes together to build a better future for all.

Our Values:

Fun

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Respect

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Belonging

Throughout each academic year, we undertake continuous self-evaluation which informs our areas for improvement. We consult with key stakeholders to collect data and make decisions on the service delivery. Our Improvement Plan takes account of the Education Service Plan and the Early Years Strategic Plan, alongside priorities from The National Improvement Framework (NIF).

Progress in Centre Improvement Plan (CIP) priorities

Centre Priority 1: To review assessment and tracking procedures to ensure all our learners are making good progress across early level literacy and numeracy to increase achievement	
Care Inspectorate Quality Framework QIs <ul style="list-style-type: none"> • 1.3 play and learning • 3.1 Quality assurance and improvement are well led • 3.2 leadership of play and learning 	
NIF Priority <ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children and young people; • Improvement in achievement, particularly in Literacy and Numeracy. 	HGIOELC QIs QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress
NIF Driver <ul style="list-style-type: none"> • School and ELC leadership • Teacher and Practitioner professionalism • Curriculum and assessment 	
<p>Progress and impact: After consultation with parents and Practitioners it was decided to move from on-line learning journals in October 2023. The main reason for this was a lack of internet access within the local community and the EYC.</p> <p>Twechar EYC has now been using paper learning journals known as 'scrapbooks' for a full academic year. Every term Practitioners set targets relating to Literacy, Numeracy, Health and Wellbeing and a target from home. These targets form the basis of the scrapbooks along with observations relating to significant events. As part of the Quality Assurance process scrapbooks were moderated by the Senior Leadership Team (SLT) in October 2024. This highlighted that the content of the scrapbooks varied greatly. All Practitioners recorded targets, however almost all of these targets were too broad and only a minority of Practitioners recorded appropriate evidence for these targets. As a result, a guide to what should be included in a scrapbook was created and shared with Practitioners. Almost all Practitioners felt that this helped them. 'I like the new layout' (Practitioner).</p> <p>During the January tracking meetings, the SLT supported Practitioners to write appropriate and achievable targets for each child. Almost all Practitioners found this beneficial. The scrapbooks were reviewed by SLT in April 2025 and showed a marked improvement with most staff now having measurable targets and appropriate evidence linking to each of these.</p> <p>In May 2025 all parents and Practitioners were invited to participate in a short questionnaire regarding the scrapbooks. All parents who responded, gave positive feedback regarding their child's scrapbook.</p> <p>Almost all Practitioners completed the questionnaire. The results of the questionnaire highlighted almost all Practitioners said they would like to change the name 'scrapbooks', and a majority of Practitioners said the scrapbooks did not allow for breadth of curriculum coverage, and evidence to support tracking</p>	

information was limited to literacy and numeracy. Therefore from August 2025 the format of the scrapbooks will change and a new name will be selected. They will contain targets relating to Literacy, Numeracy and Health and Wellbeing which will be evidenced monthly and set by the Key Worker during tracking meetings. To support coverage and breadth of all curriculum areas each child will become the focus of observations for one week per month. During this week a selected number of Practitioners will observe these children. The observations will be linked to one of the eight curriculum areas and will be formally recorded within each child's scrapbook.

Throughout the 2024 – 2025 session the majority of Practitioners felt that the information recorded within planning sheets was repeated within floorbooks. A review of all floorbooks also highlighted that there was a lack of uniformity, and a minority of floor books did not contain the required information. Therefore in groups, all Practitioners were given the opportunity to review the current planning process. All of the groups felt that the planning process was repetitive, and most groups felt that everyone should be recording the same information within their floorbook. As a result of this consultation a group of Practitioners will pilot a new planning format which will be evaluated and introduced to all Practitioners from August 2025.

Tracking meetings between the Teacher and Practitioners took place in September, January and May. These meetings provided the opportunity to participate in professional dialogue about each child's progress using literacy and numeracy trackers as the basis for discussion, and moderation as appropriate. As the year progressed almost all Practitioners demonstrated more understanding and confidence when tracking the progress of their key children.

In October 2024 new writing and reading trackers were introduced, alongside current trackers for listening and talking, and numeracy. All of these are based on East Dunbartonshire Council's (EDC) Progression Frameworks. Practitioners have now been using these new trackers for almost a full academic year and consultation has identified the majority of Practitioners feel the trackers have deepened their knowledge of literacy and numeracy development, supported them to identify gaps in children's learning and plan next steps. However they feel the trackers take a significant amount of time to complete, which is unsustainable.

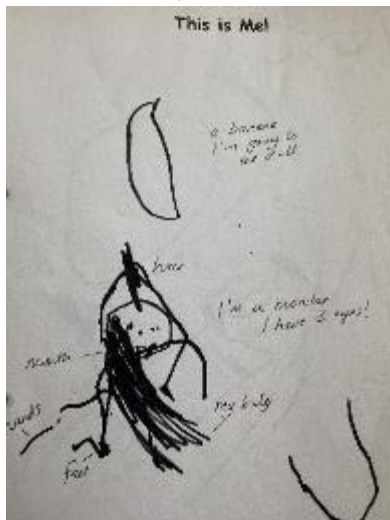
In November 2024 the EYC underwent a full Education Scotland and Care Inspectorate Inspection. During this inspection it was recommended that the EYC should track learning across all curricular areas. As a result of Practitioner comments regarding existing trackers and the recent joint inspection, the EYC began looking outwards to see how other EYC's track children's learning. Almost all Practitioners including the SLT had the opportunity to visit several EYC's within EDC to gather information to inform the creation of new streamlined trackers. The SLT is currently developing trackers which will be shared with Practitioners during the August In-Service days and rolled out from the start of the new term. As a result during 2025 – 2026 tracking for Health and Wellbeing will be developed and rolled out in August 2026.



The Teacher has delivered a 'Foundations of Writing' Programme to the preschool children during this session. This has led to most preschool children being able to add significantly more detail and talk more confidently about their drawings over the course of a year.

During the October In-Service day the Senior Early Years worker delivered training relating to 'Emergent Writing'. As a result of this training a Practitioner identified that there was a lack of resources to promote pre-writing skills particularly with children under three. As a result, they created a vertical area for children to develop their fine motor skills. This area has proved popular with all children.

August 2024



May 2025



A Practitioner attended an EDC offer of Alice Sharpe training "Adventures with Alice", with a focus on Language Development and Literacy. This was cascaded to other Practitioners e.g. delivering training at in-service days, supporting newly qualified Practitioners, displaying a word of the week and adapting the planning sheet to include a language development box. All these initiatives are to encourage Practitioners to promote a more diverse range of vocabulary.



A monthly information board was also created in the staff room which focuses on key aspects of the training. Practitioners were encouraged to develop themed provocation bags to use with children to promote new language.

Chatterbox Provocation



New vocabulary is also introduced through the Word Aware programme. This is a comprehensive and structured approach to promote vocabulary development. This year, the Teacher has developed a more cohesive and holistic approach to delivering Word Aware. Most children take part in a weekly story session where they listen to a big book with a focus on different aspects of reading e.g. sharing likes & dislikes, prediction and characters. A "Word of the Week" is selected from the book and activities planned to reinforce its meaning.



Word and symbol cards are displayed around the playrooms, and children are encouraged to use the word throughout the week. A display has been created in the cloakroom to promote parental engagement, and encourage parents to discuss new vocabulary with their child.

These developments and initiatives have contributed to the majority of three – five years olds being on track in relation to literacy and numeracy.

‘Children are making good progress in early language and communication, early mathematics and numeracy and health and wellbeing.’

‘There is a strong inclusive ethos across the Early Learning Centre, where relationships are built on respect and trust. Practitioners know children and their families well and act to reduce potential barriers to learning.’

3.2 Securing children’s progress

Summarised Inspection Findings Education Scotland November 2024

Next steps:

- Create a more comprehensive quality assurance calendar based upon an eight-week planning cycle to allow for information to be triangulated
- Implement revised tracking for literacy and numeracy for all three – five year olds
- Implement a Holistic Tracker
- Implement new format for scrapbooks including a revised planning format

Centre priority 2:

Review and audit our outdoor learning opportunities within the EYC and local community to develop high quality, relevant outdoor learning.

NIF Priority

- Improvement in children and young people’s health and wellbeing;
- Improvement in achievement, particularly in Literacy and Numeracy.

NIF Driver

- School and ELC improvement
- Teacher and Practitioner professionalism

HGIOELC QIs

- QI 1.2 Leadership of Learning
- QI 2.2 Curriculum
- QI 3.1 Ensuring wellbeing, equality & inclusion

Care Inspectorate Quality Framework Qis

- 1.3 play and learning
- 2.1 Quality of the setting for play and learning
- 4.1 Staff skills, knowledge and values

Progress and impact:

Over the past year the outdoor learning environment has been developed in a variety of ways. Practitioners had observed that children spent significant amounts of time using the climbing frame and were not interacting or engaging with other learning experiences on offer within the EYC outdoor area, known as “the Quad”. It was also noted a high number of accidents had been recorded on the climbing frame. It was agreed to trial the removal of the climbing frame to see if this had any impact. As a result, it was observed that children were engaging in a wider range of learning experiences and it was agreed that the climbing frame should not be reassembled.

Due to limitations of the building, the Centre is unable to offer freeflow access to the Quad. In order to ensure equity to outdoor provision, Practitioners have started to regularly record which children are accessing the outdoor environment, both in the local community and the Quad. As a result all children now have the opportunity to engage in regular outdoor learning.



The garden checklist and risk assessments have been updated by Practitioners to include more detail. These are now completed twice daily and reviewed by Management. This has resulted in risks being identified and relevant actions taken to mitigate these risks, meaning a safer environment.

Practitioners created a ‘getting ready to go outside’ procedure which is displayed on the cloakroom door. Children helped to identify the key steps to getting ready and then took photos of each stage. These photos are frequently referred to by children and staff alike and most children are now able to follow this routine which has reduced the amount of time it takes to get ready. It has been particularly beneficial to support children with language and communication differences.

The EYC and coffee morning group have organised a number of fundraising events throughout the year and the Centre was kindly donated money by Barrhill Lodge. During the May In-service day Practitioners were given the opportunity to create a wish list for resources for outdoor learning. Children will also be given the opportunity to choose resources they would like. These resources will be available from August 2025.



‘Both the indoor and outdoor environments were thoughtfully designed to suit the learning and developmental stages of children.’

2.2 Children experience high quality facilities

Summarised Inspection Findings Care Inspectorate November 2024



Within the Quad, the children have had the opportunity to participate in looking after their environment by planting and caring for plants, and keeping the area tidy within well defined zones. The children have had the opportunity to observe caterpillars turn into butterflies, learning about the key stages of the lifecycle. They have also watched a wagtail look after a clutch of eggs in a nest within the mud kitchen, and this led to learning about how to care for living things. They have developed their literacy skills by writing plant labels, reading a range of books including information books about insects and birds, and engaging in small world play. The children have had the opportunity to explore numeracy using a variety of natural loose parts and 10 frames. They

have deepened their knowledge and understanding of aspects of measure, such as volume through exploring the water area. The children have also had the opportunity to develop their gross motor skills by balancing and jumping from crates, riding bikes and building dens. Children developed their fine motor skills through helping to build planters using real tools, which also gave them a sense of ownership and achievement.



‘Children had regular access to the local community, which supported their sense of belonging and connection to the wider world. For example, they visited the local centre, the Glen, and got to know key people in the local area, such as the bus driver. These community experiences reinforced their understanding of the world around them.’

1.3 Play and learning

Summarised Inspection Findings Care Inspectorate November 2024

The children regularly have the opportunity to explore their local community and natural environment in all weathers, for example visiting the ‘glen’. Literacy and Numeracy learning is evident throughout all outdoor learning, from counting the number of leaves collected, to mark making. ‘That’s K for Kelly’!

The children have the opportunity to light fires, build dens, use technology to identify bird song or plants, develop gross motor skills by climbing and sliding, develop friendships and most importantly have FUN!





The impact of all of these experiences is that children have developed a wide range of skills across all curricular areas, from Literacy and Numeracy to softer skills such as problem solving and creativity. The children are able to transfer their learning and understanding from one area to another, their confidence has grown and they are able to share their knowledge and curiosity with others. In addition they are able to lead their own learning and can communicate and collaborate effectively whilst exploring their learning environments.

‘Children are involved in experiences indoors, outdoors and within their local community. This provides them with rich, real life learning experiences in different contexts.’

2.2 curriculum: learning and development pathways

Summarised Inspection Findings Education Scotland November 2024

Centre priority 3:

Ensure our family engagement and learning is sustained and improves outcomes in literacy, numeracy and health and wellbeing and provide opportunities for leadership.

NIF Priority

- Improvement in children and young people’s health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in achievement, particularly in Literacy and Numeracy.

NIF Driver

- Parent/carer engagement and family learning
- School and ELC improvement

HGIOELC QIs

- QI 1.1 Self evaluation for self improvement
- QI 2.5 Family Learning
- QI 3.1 Ensuring wellbeing, equality & inclusion

Care Inspectorate Quality Framework Qis

- 1.4 Family engagement
- 3.2 leadership of play and learning
- 1.1 nurturing care and support

Progress and impact:

'The service fostered strong relationships with parents through initiatives like stay-and-play sessions, weekly coffee mornings, and community centre activities. These opportunities were beginning to focus on areas such as healthy eating, further strengthening the link between home, nursery, and the community.'

1.3 Play and learning

Summarised Inspection Findings Care Inspectorate November 2024

Stay and Play sessions

Stay and Play sessions ran in October 2024 and March 2025. These sessions were well attended. The EYC received positive comments regarding these events including: 'I felt very welcome and was able to explore all of the different places within the nursery'. The Practitioners enjoyed seeing parents and children interact with each other and it was an opportunity for children to show their parents around the Early Years environment.

All parents who completed the questionnaires strongly agreed that they felt welcomed and had a positive experience during the Stay and Play session. All that responded rated the experience as 5 stars.



Outdoor Family Learning Sessions

Two Practitioners led the EYC's 'Outdoor Family Learning Sessions', which ran for two blocks.

The first block took place in October/ November and was well attended with a few parents/ carers attending multiple sessions. These sessions consisted of an activity chosen by the children from a book of seasonal ideas provided by Practitioners, followed by free play and a small snack. Parents and Carers played an active role throughout these sessions. The majority of parents expressed that they enjoyed seeing their children taking part in different activities in a new environment. "I found it helpful that I am able to see what my child is learning outside and inside the Nursery." Parent Comment.



In planning for the second block Practitioners decided to take the lead from the children, for example, within the indoor environment a group of children had shown an interest in 'We're going on a bear hunt'. This learning was further developed outdoors where the children re-enacted the story using natural props. The recent Education Scotland Inspection highlighted that the Centre should make more use of technology, and as a result the Practitioners recorded the children retelling the story in the glen, and shared this on the smartboard within the playroom. A grandparent donated several iPads which were utilised during this outdoor learning programme to identify plants and birds, using identification apps. The iPads were also

used by the children to take pictures of things that were of interest to them. The children have developed a sense of curiosity and confidence whilst exploring their natural environment with their parents.

Families Connect

A Practitioner successfully ran a Families Connect programme with a group of parents who engaged well with the programme. Practitioners within the playroom have noticed a positive impact of this programme. One of the parents reported that as a result of the programme they bought books for home and they now regularly read to their child at night as part of their bedtime routine. As the sessions progressed the Practitioner noted improved interactions between the parents and their children.



‘Senior leaders and practitioners establish strong, positive relationships with parents. All parents are invited to ‘stay and play’ sessions, outdoor family learning, ‘families connect’ sessions and curriculum evenings.’



2.7 Partnerships: Impact on children and families – parental engagement

Summarised Inspection Findings Education Scotland November 2024

Lending Library

The programme had been offered since August 2024 on a self service basis, however this was not well accessed by families. As a result, The Lending Library was relaunched in April 2025 and is now run by a Practitioner who supports children to access the library every week. More families are now accessing this resource. Moving forward it is hoped that the books can be catalogued and a ‘scan in’ ‘scan out’ system will be introduced and used by the children. The EYC has two volunteers who have been regularly visiting the Centre to read stories to the children. The children have been engaging well with this experience.

New Care Plan

During the recent Care Inspectorate and Education Scotland inspection in November 2024, it was recommended that the EYC reviews the care plan format to ensure that the information gathered is relevant, up-to-date and purposeful. The majority of staff, who had recently completed the paper work with parents, felt that the document was repetitive and too long. As a result, a working group was created to review the document. The group were given some examples from other Centres along with Care Inspectorate guidance. A new format has been created and this will be introduced from July 2025.

Sharing information

Twechar EYC shares key information with parents in a variety of ways including posters, wall displays, groupcalls, phone calls, in person and monthly Newsletters. A list of key dates for the full year is displayed on the information board and is added to each newsletter allowing parents to plan for the year ahead.

Wall displays within the foyer include a staff list, a day in the life of Twechar EYC, Proud Cloud, Outdoor Learning, UNCRC and information from the Teacher. These displays are refreshed regularly and contain

information relating to the EYC and the wider community. Part of the money donated by Barrhill Lodge will be used to install a monitor on a wall within the foyer which will be used to display photos, videos and key information

A Practitioner writes a monthly newsletter containing for example, dates for the diary, what children have been learning about during the month, a policy for parents to review and key information such as reminders to wear sunscreen. Newsletters are currently e-mailed out to parents and displayed within the Centre and posted on the Centre's web page.

Fair Trade/ Eco schools

Over the past year the Centre has continued to develop and promote Fair Trade and Eco Schools. This year the Centre has linked with the school and are working together to achieve a Green flag. Some children have had the opportunity to participate in trips to local shops to explore Fair Trade produce, and to a local garden centre to purchase fruit and vegetables to grow within the EYC garden. Parents joined the Centre on both of these trips and a grandparent donated a coach to take the children to the garden centre.

Coffee mornings/ Parents Group

This group met weekly within the Healthy Living Centre and discussed and organised many fundraising events. The group was attended regularly by a core group of parents supported by a Practitioner. Through this group, one of the grandparents donated five new iPads. The group have organised a number of events over the past year including a Christmas fayre held within the EYC and a stall at the Healthy Living Centre's Christmas Fayre, with all profits coming to Twechar EYC.

In March 2025 the group organised a fundraising night 'Music through the decades'. The group arranged the hall, organised and sold tickets, sourced raffle prizes, arranged games and organised and ran the buffet. This event raised over £600 for the EYC. This money enabled the full Centre to attend a trip to Blair Drummond Safari Park in May 2025.

Due to the positive relationships developed through the coffee morning a grandparent paid for the coach to the safari park, and bought each of the children a bag with a snack and gift inside.

Several members of the group are due to leave as their children will be starting school. The EYC is currently recruiting new members and a glow form has been created to identify a suitable time and venue for the group.

Policies

Recently a Practitioner has taken the lead on reviewing, updating and creating EYC policies. This process has, for the most part, centred around updating policies which best fit the Centre's current needs. For example when recently undertaking a trip to Blair Drummond Safari park the EYC sought to review the Educational Excursions Policy. As part of this process, parents and carers have the opportunity to comment on the draft policies which are shared via email, newsletters and at weekly coffee mornings.

'Parents consistently provide positive feedback about the staff's approach and skill set, highlighting the strong, trusting relationships built between staff, children, and families. This fosters a sense of security and belonging within the setting.'

4.3 Staff deployment

Summarised Inspection findings Care Inspectorate November 2024

Progress in National Improvement Framework (NIF) priorities

Placing the human rights and needs of every child and young person at the centre of education:

Twechar EYC along with the Primary School, recently achieved the Bronze Rights Respecting Schools Award, and are about to start working towards their Silver Award. The Centre strives to support UNCRC; this is evident during day to day practice, for example Practitioners listen to children, follow their interests, ensure the learning environment meets their needs and plan accordingly in accordance with Article 12 and Article 29. UNCRC links have been added to planning sheets.

Improvement in children and young people's health and wellbeing:

Twechar EYC provides a welcoming and nurturing environment.

'Children experienced warm, nurturing care from adults that knew them very well. Positive relationships formed were resulting in children feeling loved and happy, as they received the right support from adults when needed. This gave children the message that they mattered.'

1.1 Nurturing care and support

Summarised Inspection findings Care Inspectorate November 2024

The Centre encourages inclusivity through its nurturing approach and strong relationships with children, their families and visiting professionals. The Centre supports the Childsmile programme and children are encouraged to brush their teeth each day that they attend the EYC. The Centre follows Setting the Table guidelines for snack and provides a selection of healthy snacks, fruit and vegetables throughout the day. The children from the Centre have had the opportunity to participate in the 'Going for Gold' programme which is run by EDC Active Schools and has recently been gifted the resources to continue this programme. Over the past year children have become more aware of their emotions and how others are feeling through the use of the 'Colour Monster' Story. Children are encouraged to take part in an emotional check-in at the start of their session.

Improvement in attainment, particularly in literacy and numeracy:

All Practitioners provide a literacy and numeracy rich learning environment, which is monitored through the use of audits, planning meetings and the Quality Assurance process. All children's learning is tracked termly, in relation to literacy and numeracy allowing for gaps in learning to be identified and used to support next steps.

Closing the gap between the most and least disadvantaged children and young people:

The SLT supports Practitioners to provide a welcoming inclusive environment for parents and children. The learning environment at Twechar EYC is regularly reviewed to ensure that it meets the needs of all children. Support for All meetings take place termly and are attended by the SLT along with professionals such as the Educational Psychologist, link Speech and Language Therapist and Health Visitors. They allow for the sharing of information and an opportunity to problem solve and seek advice regarding how to best support individual children e.g. through the creation of actions plans, risk assessments or referrals to EYCAT (Early Years Community Assessment Team) requesting additional support. The Family Champion runs regular 'Families Connect' sessions which are open to all families.

Self-evaluations of How Good Is Our Early Learning and Childcare

Quality indicator	Centre self-evaluation	Inspection November 2025
1.3 Leadership of change	Very good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Good
3.2 Securing Children's Progress	Good	Good

Summary of Centre Improvement priorities for Session 2025 – 2026

- Priority one - Achievement – Our pedagogies for learning, teaching and assessment approaches are consistent and enhance children's progress as they grow and develop
- Priority two - Wellbeing - to train staff and implement good practice for Up, Up and Away
- Priority three Review and audit the use of technologies and opportunities within the EYC and local community to develop high quality relevant learning and engagement

What is our capacity for continuous improvement?

Twechar EYC is committed to delivering high standards and improving outcomes for all children through the creation of a welcoming and nurturing environment. The Senior Leadership Team encourage leadership at all levels including mentoring new Practitioners and students along with leadership roles linking to the Centre Improvement plan and Practitioner interest. The Centre aspires to create a culture where children and adults can grow and learn together. All stakeholders are actively involved in ongoing self-evaluation and collaborative working across the setting. This information informs current progress and future improvement needs. Over the past year the Centre has built strong relationships with the local community who have supported several fundraising events.